

AI in your Digital World



60 Minutes
Interactive Modules

∞ Meta

Kuvora

SPEAKER NOTES:

Pre-Session Preparation (5 minutes before start)

Materials Check:

- Ensure the presentation device is working properly
- Get backup offline materials ready (printed AI examples, voting cards)
- Confirm your connectivity level (high/medium/low)
- Distribute student handouts
- "AI Detection Scorecard" sheets ready

Room Setup:

- Arrange seating for easy pair discussions
- Ensure all students can see presentation
- Test any online tools if using high-connectivity version

Outline

01 Introduction
AI in Your World Already!

02 AI Detection Challenge
Can You Tell What's Real?

03 Understanding AI
How AI Actually Learns

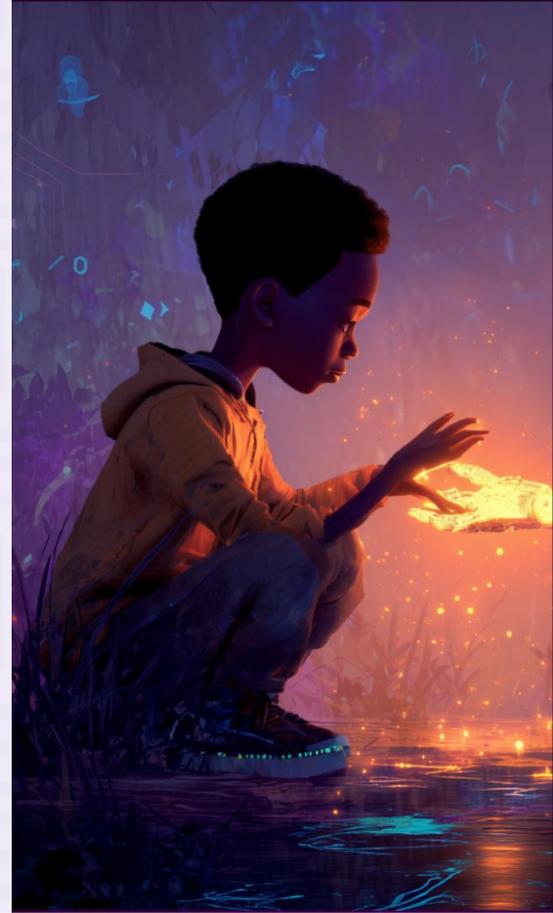
04 Hands-On AI Creation
Let's Create with AI

05 AI Ethics & Safety
Being Smart About AI

06 Staying Safe with AI
Your AI Safety Toolkit

07 AI & Your Future
Your Role in Africa's AI Future

08 Wrap-Up & Assessment
AI Literacy Achievement Unlocked



SPEAKER NOTES:

Outline (1 minute)

Describe what the session will cover, how long it will take and what the key learning objectives of the session are.

- The session will take 60 minutes
- We will be exploring 6 different interactive modules that will help you understand AI better, learn how to create with AI, stay safe with AI and explore what role you can play in the future of AI.

10 Minutes

Opening & Icebreaker

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AI IN YOUR DIGITAL WORLD



SPEAKER NOTES:

Learning Objective: Students will explore and discuss how AI is already part of their everyday experiences, from the apps they use to the technology around them.



AI is in your world already

SPEAKER NOTES:

Opening Script (1 minute):

"Welcome everyone! Before we start, quick question - who used their phone this morning? Keep your hand up if you used WhatsApp... Instagram... YouTube... Great!"

Did you know AI is already part of your daily life?



Let's see how you're already interacting with AI in your favorite apps!

SPEAKER NOTES:

Opening Script (1 minute):

Here's the exciting part - you've all been using AI without knowing it. Today we're going to become AI detectives and discover the AI that's already part of your daily life."



ACTIVITY



Your Mission

Spot which features use AI.

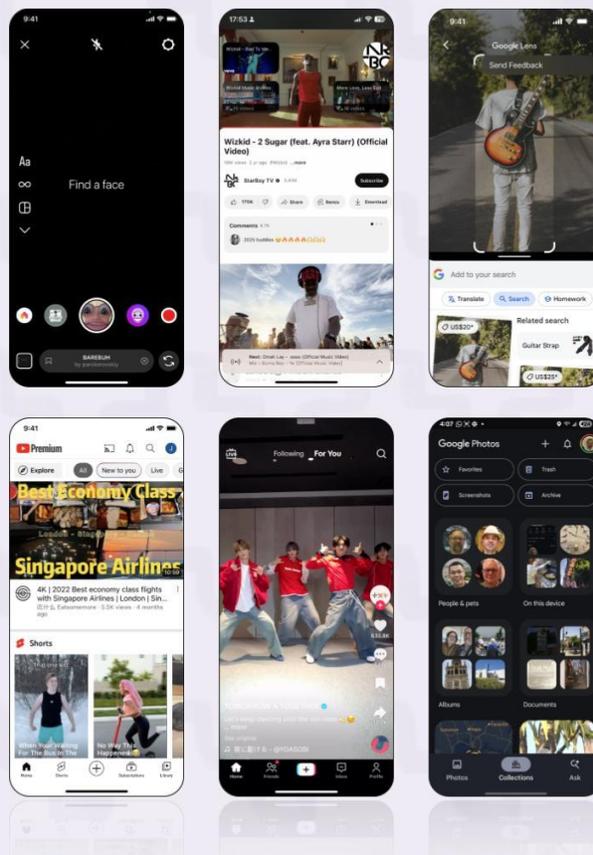
SPEAKER NOTES:

AI Spotter Challenge (3 minutes):

"I'm going to show you 6 apps and features. When you spot something that uses AI, raise your hand. Don't worry about being wrong - this is about learning!"

Raise your hand when you spot AI features.

- Instagram filters
- WhatsApp voice note transcription
- Google Translate camera
- Spotify recommendations
- TikTok's "For You" page
- Google Photos face grouping



SPEAKER NOTES:

AI Spotter Challenge (3 minutes):

Examples:

1. **Instagram face filters** - AI recognizes faces and adds effects
2. **WhatsApp voice note transcription** - AI converts speech to text
3. **Google Translate camera feature** - AI translates text in real-time
4. **YouTube recommended videos** - AI learns your preferences
5. **TikTok's "For You" page** - AI curates personalized content
6. **Google Photos face grouping** - AI recognizes people in your photos

Facilitation Tips:

- Celebrate every response, even incorrect ones
- Ask students to explain their thinking: "Why do you think that's AI?"
- Connect to their experiences: "Has anyone noticed YouTube suggesting videos similar to what you just watched?"

Cultural Sensitivity Notes:

- Some students may not have access to all these apps - acknowledge this openly
- Include examples relevant to different economic backgrounds (e.g., basic phones vs. smartphones) **across Nigeria, Kenya, and South Africa**
- Be aware that data costs may limit some students' app usage **particularly in rural areas of all three countries**



What is Artificial Intelligence (AI)

SPEAKER NOTES:

This section defines Artificial Intelligence and how it works.

AI is technology that enables computers and machines to do things that normally require human thinking.

They are;

1

Computer systems or machines that are designed to perform tasks that typically require human intelligence.

2

These tasks include learning, reasoning, problem-solving, perception, understanding language, and sometimes even creativity.

SPEAKER NOTES:

"Before we proceed, **what is AI or Artificial Intelligence?**"

"AI, or Artificial Intelligence, is when computers or machines are made to think and learn like people. They can answer questions, help you find things, or even talk to you—just like a very smart robot friend!"

1

Learn from Examples

Like homework, but for computers

2

Practice and Get Smarter

Tries again and again to improve

3

Make Predictions or Decisions

Like suggesting songs or guessing the right answer

4

Help You Do Things Faster

From answering questions to editing photos

**SPEAKER NOTES:****What is Artificial Intelligence?**

How does it work?

“Learn from Examples: AI looks at lots and lots of pictures, words, or sounds—like homework—to understand patterns. For example, it might see 1,000 pictures of cats to learn what a cat looks like.”

“Practice and Get Smarter: Just like you get better when you practice, AI keeps learning by trying things over and over, and checking if it's right.”

“Make Predictions or Decisions: Once it has learned enough, AI can guess what something is, write a sentence, or even talk to you—based on what it has learned.”

“Help You Do Things Faster: AI uses what it knows to help people—like suggesting songs, drawing pictures, or answering questions!”



**AI complements,
it does not replace.**

SPEAKER NOTES:

This objective is to reassure participants and set the right expectations about AI. Emphasise that AI is here to support them, not replace them.

AI is a tool that supports you.

It helps you do tasks faster, explore ideas, learn new things, and solve problems, but you provide the creativity, judgement, and direction.



Think of AI as one of the tools in your toolbox

1

AI helps you enhance your work, not do it for you.

2

You stay in control: asking questions, checking results, and making decisions.

3

Your skills such as thinking, creativity, empathy, leadership, remain essential.

SPEAKER NOTES:

“AI can speed up certain tasks, help explore ideas, or make learning easier — but it still relies on *your* creativity, judgement, and guidance”.

Use simple examples: brainstorming ideas, drafting messages, summarising notes.

“The toolbox analogy: AI is just one tool among many — like a screwdriver or paintbrush. It makes some tasks easier, but it can’t do anything meaningful without the person using it.”

“Just like with any other tools you use, you remain in control. You decide what to ask, what to accept, and what to change. Always review AI outputs and think critically.”

“Your human strengths such as creativity, empathy, problem-solving, and leadership are still essential and cannot be replaced. AI enhances those strengths; it doesn’t diminish them.”



What we'll discover today

SPEAKER NOTES:

"Amazing! You already know more about AI than you thought. Today we're going on a journey with 6 stops, like a video game with different levels. Each level will give you new AI superpowers."

You're going on an AI Adventure

AI Detective

Spot what's real and what's AI



AI Brain

Discover how AI learns



AI Creator

Make something with AI



AI Judge

Learn good vs. risky AI use



AI Guardian

Stay safe online



AI Future

Imagine your role in Africa's AI future



SPEAKER NOTES:

Interactive Element - AI Superpower Goal Setting (3 minutes):

"Before we start, think about what AI superpower you want by the end of today. Are you most excited to become an AI Detective, AI Creator, or AI Guardian? Turn to the person next to you and share your choice."

Facilitation Notes:

- Give students 1 minute to discuss in pairs
- Ask 2-3 volunteers to share their goals with the class

AI Detective Challenge

CAN YOU TELL WHAT'S REAL?

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AI IN YOUR DIGITAL WORLD



SPEAKER NOTES:

Learning Objective: Students can identify basic signs of AI-generated content and understand why this skill matters.

Photo Edition

One is real. One is AI-generated. Can you spot which is which?

Look closely at:

- Eyes and ears
- Hands and fingers
- Background details

Vote with
your hand



SPEAKER NOTES:

"Welcome to your first detective mission! I'm going to show you two photos of young Africans. One is real, one was created by AI. Look carefully at the details - eyes, hands, background. Take 30 seconds to decide."

Low-Connectivity Option:

- Use printed examples prepared in advance
- Pass around for closer inspection

Voting Process (2 minutes):

"Everyone vote by pointing left for Photo A or right for Photo B. No changing your mind! Now let's see the answer..."

Reveal & Teaching Moment (2 minutes):

"Photo B was AI-generated! Let me show you the clues: Notice the ears don't quite match, the background has strange blending, and the lighting on the face is inconsistent. AI is getting better, but it still struggles with small details."

Discussion Prompt:

"Why might it be important to tell the difference between real and AI photos?"

Expected Student Responses & Your Follow-ups:

- "To avoid being fooled" → "Exactly! What could happen if someone shared a fake photo claiming it was real news?"
- "For school projects" → "Good thinking! How might your teacher feel if you used an AI photo without saying so?"

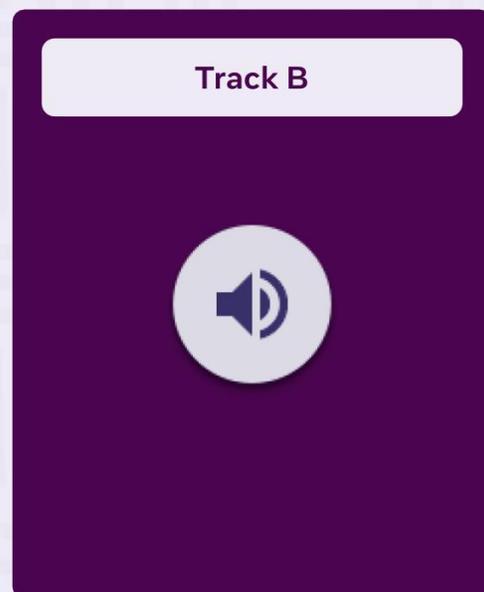
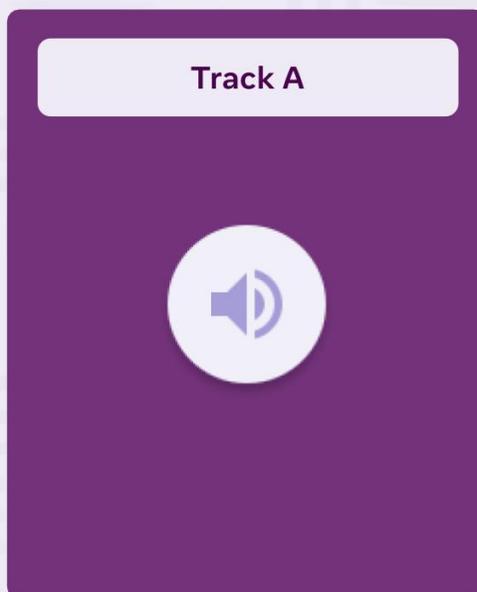
Music Edition

One is real. One is made with AI. Can you tell which is which?

Focus on

- Rhythm and beat
- Voice style and lyrics
- Cultural “vibe” and storytelling

Vote with
your hand



SPEAKER NOTES:

Cultural Context Setup (1 minute):

"Africa has amazing musicians like **Burna Boy from Nigeria, Sauti Sol from Kenya, and Master KG from South Africa**. But now AI can create music too. Let's test your ears!"

Audio Comparison (2 minutes):

- **Track 1:** 30-second clip of real **Afrobeats, Amapiano, or Kenyan pop** song (choose popular, clean lyrics)
- **Track 2:** AI-generated music in the **same African music** style

Facilitation for Low-Connectivity:

- If no audio available, describe the differences and use lyrics examples instead
- Show printed lyrics and ask students to identify AI vs. human writing

Teaching Moment (2 minutes):

"The AI track had perfect rhythm but lacked the cultural soul and storytelling that make **African music special - whether it's the storytelling in Nigerian Afrobeats, the harmonies in Kenyan gospel, or the energy of South African Amapiano**. AI can copy patterns, but human creativity and cultural experience make music meaningful."

Text Edition

Two posts. One is from a real student. One is written with AI.

Look for clues

- Local slang or emojis?
- Tone and voice?
- Feels natural or too formal?

Vote with
your hand



Post A

Yoh! The rain in Cape Town today was hectic! 😊 Got stuck at school without a jacket and now looking like a drowned rat. At least the weather is finally cooling down hey.

Post B

The precipitation in the metropolitan area today created challenges for students during educational hours. The weather change was unexpected and resulted in discomfort due to inadequate protective clothing.

SPEAKER NOTES:

"Final detective challenge! Here are two social media posts about school life in Lagos. One written by a real student, one by ChatGPT."

Example Posts: Post A (Human-written):

"Yoh! The rain in Cape Town today was hectic! 😊 Got stuck at school without a jacket and now looking like a drowned rat. At least the weather is finally cooling down hey. #CapeTownWeather #SchoolLife"

Post B (AI-generated):

"The precipitation in the metropolitan area today created challenges for students during educational hours. The weather change was unexpected and resulted in students experiencing discomfort due to inadequate protective clothing. However, the temperature reduction provided improved learning conditions."

Analysis Discussion (2 minutes):

"What differences do you notice in how these are written?"

Key Teaching Points:

- Human post uses **local slang** ("Yoh!", "hectic", "hey")
- AI post sounds formal and doesn't use local expressions
- Human post includes emotional reaction (😊) and hashtags
- AI lacks cultural context and authentic voice

Note for Facilitators: Adapt the example post to match your specific location - use Lagos slang ("wahala", "sha"), Nairobi expressions ("uko sure?", "si"), or Cape Town terms ("yoh", "hectic") as appropriate for your audience

Wrap-up (1 minute):

"Congratulations, detectives! You're learning to spot AI content. Remember: AI is getting better, so always stay curious and ask questions."

Understanding AI (Simplified)

HOW AI ACTUALLY LEARNS

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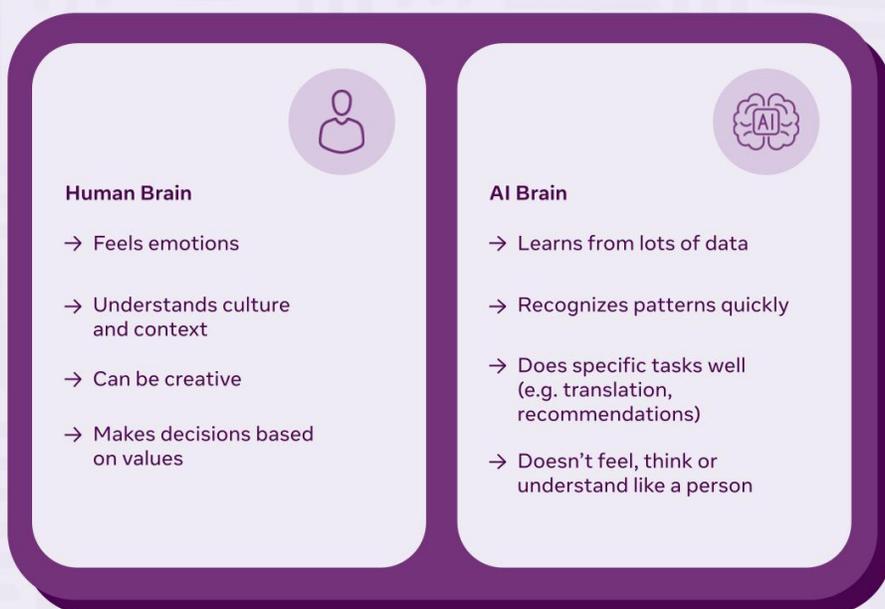
AI IN YOUR DIGITAL WORLD



SPEAKER NOTES:

Learning Objective: Students understand basic AI concepts using relatable, culturally relevant analogies.

How is AI different from the human brain?



SPEAKER NOTES:

Analogy Introduction (2 minutes):

"Think about learning a language. If you're **Yoruba and learning English, Kikuyu and learning Swahili, or Zulu and learning Afrikaans**, you listen to how people speak, you make mistakes, you practice. AI learns similarly, but instead of listening to family and friends, it 'listens' to millions of examples from books, websites, and conversations."

Interactive Discussion:

"What can your brain do that you think a computer can't?"

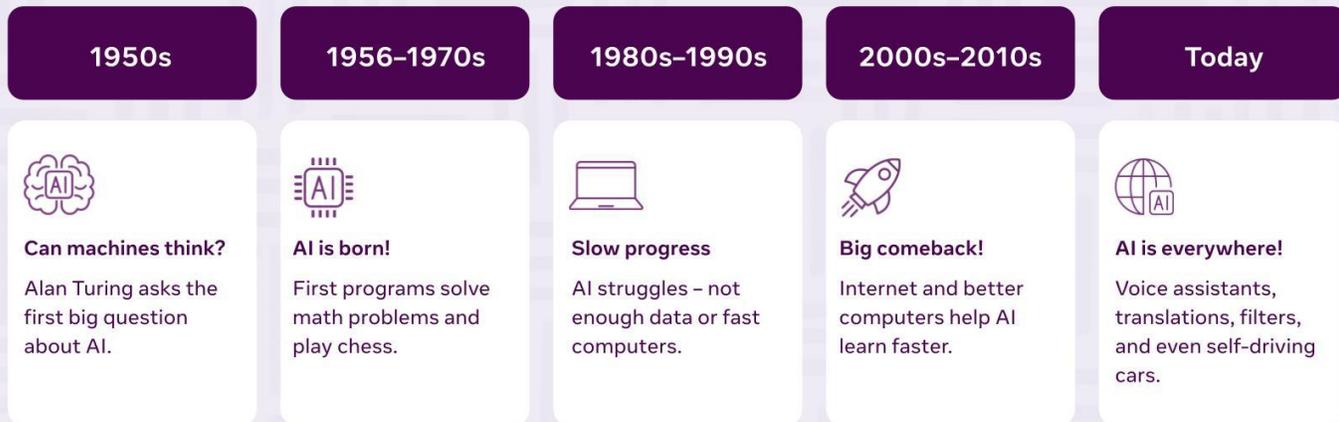
Expected Responses & Guidance:

- "Feel emotions" → "Exactly! AI can recognize emotions in text, but doesn't actually feel them"
- "Understand jokes" → "Great point! AI struggles with humor, especially cultural jokes"
- "Be creative" → "Interesting! AI can combine ideas in new ways, but needs humans to guide creativity"

Cultural Bridge (1 minute):

"When you switch between **English and your local language - whether it's Yoruba in Nigeria, Swahili in Kenya, or Afrikaans in South Africa** - depending on who you're talking to, that's something AI can't really do yet. You understand context and culture in ways that make you uniquely human."

A short history of Artificial Intelligence



SPEAKER NOTES:

"Here's a timeline of the development of Artificial Intelligence."

"1950s: Some smart people began to wonder: Can we teach machines to think like humans? A man named Alan Turing came up with a famous question: "Can a machine think?" That's when the dream of AI began!"

"1956-1970s: At a meeting in 1956, the word "Artificial Intelligence" was born. Scientists started building simple computer programs that could play games like chess or solve math problems."

"1980s-1990s: People thought AI would grow fast, but teaching machines was much harder than they expected. They needed more data, faster computers, and better ideas."

"2000s-2010s: When the internet grew, computers had access to tons of data. Faster computers helped AI learn again! Now AI could recognize faces, translate languages, and even beat world champions at games like Go!"

"Today: Now AI is everywhere! It helps with Google search, YouTube suggestions, voice assistants, and even self-driving cars! But we also need to use it safely and kindly."



What is Generative AI

SPEAKER NOTES:

Simple Explanation (3 minutes):

"Generative AI is like a very advanced autocomplete. You know how your phone suggests the next word when texting? GenAI does that but for entire stories, pictures, or songs."

Generative AI = Smart tools that create new things

It's like a super-powered autocomplete that can write stories, draw pictures, or make music!

Example



Prompt

Write a story about traffic in your [city]



AI Thinks

Looks at millions of texts about traffic in the mentioned city



Output

A brand-new story using patterns it has learned



Your Turn:

What would you ask AI to create about your life?

SPEAKER NOTES:

Example Walkthrough:

"If I tell Meta AI, 'Write a story about traffic in this city,' it looks at millions of stories it has read about cities, traffic, and our city, then combines patterns to create something new. It's not copying - it's like how you might tell a story using ideas from different movies you've watched."

Meta AI is an example of generative AI.

Student Activity (2 minutes):

"Turn to your partner and suggest a prompt you'd like to give AI. Make it about something in this country - your school, your neighborhood, our local food, anything!"

Collect 3-4 suggestions and briefly discuss what AI might do with each

Where is AI hiding in your phone?

AI is already part of your everyday apps! Let's explore.



Raise your hand if you've used one of these before!

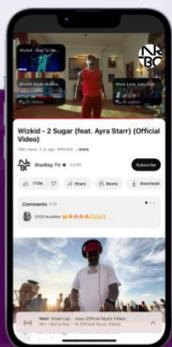
SPEAKER NOTES:

Smartphone Interface Exploration (1 minute):

"Let's look at your phone like an AI expert. Every feature I mention, raise your hand if you've used it."

Where is AI hiding in your phone?

AI is already part of your everyday apps! Let's explore.



Recommendation AI
YouTube suggests Burna Boy after Wizkid



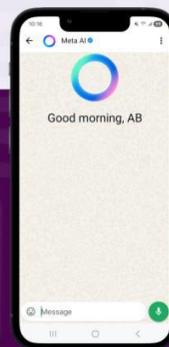
Translation AI
Google Translate for Hausa, Swahili, or Zulu.



Creative AI
TikTok filters and Instagram effects



Assistant AI
Siri or Google Assistant understands your accent



Generative AI
Meta AI in WhatsApp to help provide quick answers

SPEAKER NOTES:

Go through each type with examples:

1. Recommendation AI (1 minute):

"YouTube suggests Burna Boy after you listen to Wizkid - that's AI noticing patterns in music preferences. Has anyone noticed this happening?"

2. Translation AI (1 minute):

"Google Translate now works with **Igbo, Swahili, Afrikaans, and a lot of other African languages**. It learned these languages by studying millions of translations. Who has used this to help with homework or family conversations?"

3. Creative AI (1 minute):

"Instagram and TikTok filters that put virtual jewelry on your face or change your background - that's AI understanding where your face is and what to change."

4. Assistant AI (1 minute):

"Siri, Google Assistant understanding African accents and expressions - this AI had to learn how Africans speak English differently from Americans or British people."

5. Generative AI

"Meta AI helping you create images, videos, text, answering research questions, etc"

Transition to hands-on:

"Now that you understand how AI works, let's actually create something with it!"

Hands-on AI Creation

LET'S CREATE WITH AI!

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AI IN YOUR DIGITAL WORLD



SPEAKER NOTES:

Learning Objective: Students experience AI as a creative tool while understanding its limitations and need for human guidance.



ACTIVITY



Generate text using Meta AI

SPEAKER NOTES:

High-Connectivity Demonstration (3 minutes):

Now we're going to look at how Meta AI can help with writing. This is about using AI to enhance your writing, generate new ideas, and explore different ways of saying the same thing.

What is Meta AI?

Meta AI is an AI-powered digital assistant that helps users with everyday tasks. It is available within apps like Facebook, WhatsApp, Messenger, and Instagram, and can also be used on its own. Powered by [Llama](#), Meta's language model, is designed to understand what people say and respond in a useful way. Users ask questions, write content, create images, or get help with everyday tasks.

Think of Meta AI as a creative assistant. You bring the idea, the audience, and the tone, the AI helps you shape it.

You can use AI to improve your writing, spark new ideas, and generate engaging content in different formats.

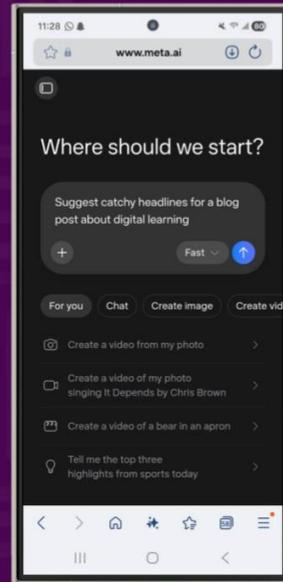
High Connectivity Option

Prompt Example: Suggest catchy headlines for a blog post about digital learning

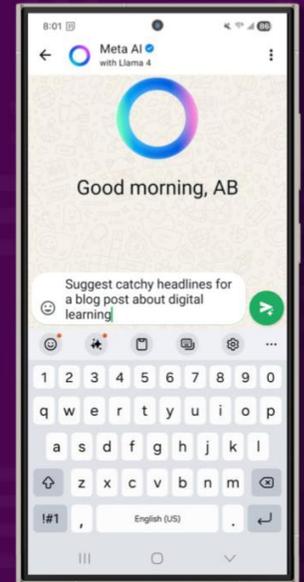
Next Steps

- 1 Go to Meta AI on your phone or computer
- 2 Enter the prompt into Meta AI
- 3 Review the generated text
- 4 Edit or refine the prompt to improve the result

Remember: AI is the tool — YOU bring the creativity!



Meta AI on web



Meta AI on WhatsApp

SPEAKER NOTES:

High-Connectivity Demonstration (3 minutes):

Live Idea Brainstorming (Collaborative):

Before we type anything, let's agree on a writing task together. For example, we could create headlines for a blog post about digital learning.

Guide participants to suggest:

- Who is this written for? (students, teachers, parents, the public)
- What's the main message?
- What tone should it have? (fun, informative, inspiring)

Notice how answering these questions helps us write a better prompt.

Demonstration:

- Type the agreed prompt into Meta AI
- Generate the text live
- Read a few outputs aloud
- Ask participants which ones they like and why

Refinement:

"Let's improve the result by refining the prompt — maybe changing the tone, the audience, or the format."

- Edit the prompt slightly
- Regenerate the text
- Compare the new output to the first version

Wrap-Up Message:

"Good AI writing starts with clear thinking. The more specific you are about audience, tone, and purpose, the more useful the output becomes — and you can always edit, remix, or try again."

Let's write a short poem using AI!

Low Connectivity Option

- Read a pre-written AI poem about an African school
- Edit and improve it with:
 - a. Local slang
 - b. Real student voices
 - c. Emotions and cultural flavor

Remember: AI is the tool. YOU bring the creativity!

Poem 1

At New Age High, in
Cape Town's domain,
Industrious youth their
goals attain.
With fervent pride their
hearts avow,
Where eminent titans
once did endow.

Poem 2

At New Age High in
Cape Town,
We grind all day, no
time to clown.
Proud to rep where
great men rose,
Their footsteps guide
us as we grow.

SPEAKER NOTES:

Low-Connectivity Version (4 minutes): Pre-prepared AI Poems Activity:

"I have two poems that AI wrote about **African schools**. Your job is to improve them by adding real student voices and local expressions."

Example Pre-generated Poem:

At New Age High, in Cape Town's domain,
Industrious youth their goals attain.
With fervent pride their hearts avow,
Where eminent titans once did endow.

Student Task: "Make this sound like how you and your friends actually talk. Add some **local expressions from your country**, fix anything that sounds too formal."



ACTIVITY



Create images using Meta AI

SPEAKER NOTES:

High-Connectivity Demonstration (3 minutes):

"Now we're going to use Meta AI to create an image from our ideas. Think of yourselves as the directors, and you're telling the AI what to create."

Use Meta AI to create an image from your ideas!

High Connectivity Option

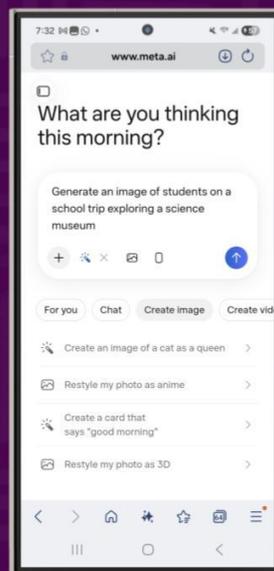
Prompt Example: Generate an image of students on a school trip exploring a science museum.

Next Steps

- 1 Go to Meta AI on your phone or computer
- 2 Type in your prompt, adding your own creative details to shape the final image

Add your own details

- 1 Are the students wearing school uniforms?
- 2 Is the museum well-lit?
- 3 What science tools or inventions are in the museum?



Meta AI on web



Meta AI on WhatsApp

SPEAKER NOTES:

High-Connectivity Demonstration (3 minutes):

Live Prompt Building (Collaborative):

“Let’s imagine this together: *Generate an image of students on a school trip exploring a science museum.* Before I submit the prompt, what details should we add to make this image more personal and interesting?”

Guide participant suggestions toward:

- What are the students wearing?
- Is there a school teacher with the students?
- Is there a museum guide leading the students through the museum?
- What tools, machines, or inventions are in the museum?
- What’s the overall mood or style of the image?

“As we add more detail, notice how the prompt becomes clearer and more powerful.”

Demonstration:

- Open Meta AI on a phone or computer
- Type the prompt live into Meta AI
- Generate the image
- Show the result and briefly reflect on how the details shaped the outcome

“AI works best when you’re specific. The clearer your vision, the better the result, and you can always refine and try again.”

Additional note to participants: Remember to state that any content generated using AI, particularly content that resembles or depicts real people, is AI-generated when it is shared publicly.

Generate images using AI

Low Connectivity Option

What looks real? What feels off?

What story is the image telling?



Create Your Own Prompt

On paper, describe an image you'd ask AI to create about your life.

SPEAKER NOTES

Low-Connectivity Alternative (3 minutes): AI Image Analysis Activity:

- Show 4-5 printed AI-generated images of African students from different countries
- Students identify: "What looks realistic? What seems 'off'? What story does this image tell?"
- Create collaborative "AI art prompt" on paper: "If you could ask AI to draw anything about your **life in this country**, what would it be?"



ACTIVITY



Create videos with text using Meta AI

SPEAKER NOTES

High-Connectivity Demonstration (3 minutes):

"Next, we're going to explore how AI can generate short videos using only text. This means we don't upload images or footage — we simply describe what we want to see, and the AI creates a video clip from that description."

"Once again, I want you to think like directors. You'll decide what the scene looks like, what's happening, and what the overall feeling of the video should be."

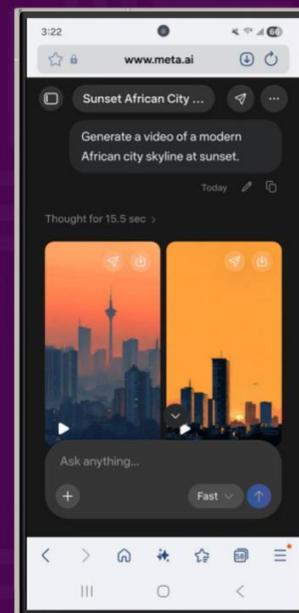
We'll use Meta AI to generate a short video clip using only a text description

High Connectivity Option

Prompt Example: Generate a short video of a city market in an African city.

Next Steps

- 1 Open Meta AI on your phone or computer
- 2 Go to the "Create" tab
- 3 Type in your prompt and add any specific details you would like to see in the final video
- 4 Change the output to Video
- 5 Click enter and watch your video get generated



Meta AI on web

PEAKER NOTES

High-Connectivity Demonstration (3 minutes):

Live Prompt Building (Collaborative):

"Start with a simple prompt: *Generate a short video of a city market.*

Before we generate it, what details should we add to help the AI understand the scene better?"

Guide participant input toward:

- What type of market is it? (street market, open-air, modern, traditional)
- Where is it located? (city center, neighborhood street, coastal town)
- Time of day (morning, afternoon, evening)
- Who is in the scene? (vendors, shoppers, families, tourists)
- What actions are happening? (people walking, selling goods, cooking food)

"As we add these details, notice how the prompt becomes more specific and visual, allowing you to generate an output that closely matches your imagination."

Demonstration:

- Type the final prompt into the video generation tool
- Generate the short video
- Play the video for the group
- Briefly point out how specific words influenced movement, atmosphere, and realism

Wrap-Up Message:

"AI video generation works best when you describe **movement, action, and atmosphere**. Even short prompts can produce interesting results, and you can always improve the video by refining your description and trying again."

Additional note to participants: "Remember to state that any content generated using AI, particularly content that resembles or depicts real people, is AI-generated when it is shared publicly."

What did you and AI create together?

Let's reflect together



- What did you create (text/video/image)?
- What surprised you about it?
- Did it feel human or robotic? Why?

Key Insight



AI is smart... but your creativity, culture, and emotions are what make the magic real. AI doesn't replace you – it works with you.



Interactive Element: AI Creativity Rating

On a scale of 1–5, how creative was your AI result?

1

2

3

4

5

SPEAKER NOTES:

Sharing & Reflection (2 minutes):

"Let's share what we created! Who wants to read the poem we made together? What surprised you about working with AI?"

Guided Discussion Questions:

1. "Was the AI creative, or were we the creative ones?"
2. "What did AI do well? What did it miss?"
3. "How might you use AI for school projects appropriately?"

Key Teaching Moment (1 minute):

"Notice how AI needed OUR ideas, OUR cultural knowledge, and OUR creativity to make something meaningful. AI amplifies human creativity - it doesn't replace it."

Transition:

"Creating with AI is fun, but there are important things we need to know about using it responsibly..."

AI Ethics & Safety

BEING SMART ABOUT AI

Meta

AI IN YOUR DIGITAL WORLD



SPEAKER NOTES:

Learning Objective: Students can evaluate AI use scenarios and make ethical decisions about AI in their academic and social lives.

What AI can and can't do



What AI Can Do

- Spot patterns in photos, speech, and text
- Chat, write, and translate
- Recognize voices and faces
- Learn from data to get better over time



What AI Can't Do

- Feel emotions like happiness or sadness
- Truly understand your culture or context
- Behave like a human or apply common sense
- Always be right — it can make mistakes!



AI is helpful, but it still needs YOU to guide it.

SPEAKER NOTES:

"Let's look at what AI can do and what it cannot do. Here are a few examples"

"AI is great at finding patterns—like knowing what videos you might like next on YouTube, but it doesn't get happy, sad, or excited. It doesn't have feelings like you do."

"AI can chat with you, write poems, or even help you with homework ideas, but it might not understand why jollof rice is so special or what a Nigerian wedding feels like—it needs people to explain."

"AI can recognize faces in photos or understand your voice, like when you say "Hey Google!" but it doesn't have common sense or know what's right or wrong on its own."

"The more examples AI sees, the better it gets—just like practicing makes you better at football or drawing, but it can make mistakes! Sometimes it guesses wrong or gives silly answers—so always double-check."

What AI can and can't do



GOOD (Go!)

- Using AI to research homework topics
- Making art for school projects
- Learning new languages



RISKY (Slow Down!)

- Sharing personal data or photos with AI apps
- Believing everything AI says is true
- Using AI to write assignments without saying so



UGLY (Stop!)

- Creating fake photos of classmates
- Generating harmful or violent content
- Pretending AI-generated work is your own

Not all AI use is safe or fair—your choices matter!

SPEAKER NOTES:

Traffic Light Introduction (1 minute):

"Just like traffic lights help us navigate safely, we need guidelines for navigating AI safely. Let's look at green, yellow, and red scenarios."

Interactive Scenario Sorting (3 minutes):

"I'll give you scenarios. Show me green (thumbs up), yellow (sideways thumb), or red (thumbs down) for each one:"

Scenarios for voting:

1. "Using Google Translate to help understand an English passage for homework"
2. "Asking ChatGPT to write your entire English essay"
3. "Using AI to help brainstorm ideas for a science project"
4. "Creating an AI image and posting it online claiming you drew it"
5. "Using AI to help learn new words in your local language"
6. "Making a fake AI photo of your principal and sharing it on WhatsApp"

Discussion after each vote:

- Ask students to explain their reasoning
- Highlight nuanced thinking: "Why is getting help with ideas different from having AI write the whole essay?"

What would you do? AI in real life.

Scenario 1

Your friend shares a photo claiming there's flooding at school tomorrow. The photo looks real, but you think it's AI-generated.

What do you do?

Scenario 2

You forgot to write your English, Kiswahili, or Afrikaans essay. Your older sibling offers to help – with ChatGPT.

What choice do you make?

Scenario 3

Someone shares an AI-generated video of a classmate saying embarrassing things. It's fake, but it's going viral.

How do you respond?

Discuss each with your partner and share your answers!

SPEAKER NOTES:

"Let's practice making good decisions. I'll give you three scenarios that could really happen. Discuss with your partner for 1 minute, then we'll hear solutions."

Scenario 1 (1.5 minutes): Read text aloud.

Discussion Guide:

- Listen for: fact-checking, asking trusted adults, checking official sources
- Ask: "What could happen if false information spreads about school closures?"

Cultural Adaptation Note: Adjust this scenario based on your location - could be flooding in Lagos, drought in parts of Kenya, or load-shedding in South Africa affecting schools

Scenario 2 (1.5 minutes): Read text aloud.

Discussion Guide:

- Explore: academic integrity, learning vs. grades, alternative solutions
- Ask: "What are you missing if AI writes your essay for you?"

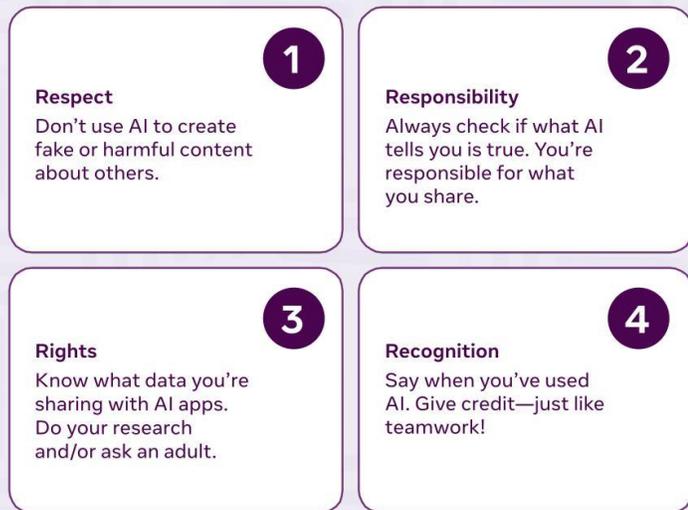
Scenario 3 (1 minute): Read text aloud.

Discussion Guide:

- Focus on: digital citizenship, standing up for others, reporting mechanisms
- Connect to: real consequences of fake content

Be a good digital citizen with AI

The 4 R's of Responsible AI Use



SPEAKER NOTES:

Our Four R's Framework (2 minutes):

"Remember these four R's when using AI:"

Respect (30 seconds):

"Respect others - don't create fake content about classmates, teachers, or family. How would you feel if someone made fake content about you?"

Responsibility (30 seconds):

"Take responsibility - always verify AI information before sharing. You're responsible for what you post, even if AI helped create it."

Rights (30 seconds):

"Know your rights - understand what data AI companies collect about you. Read those terms and conditions, or ask adults to help explain them."

Recognition (30 seconds):

"Give recognition - always acknowledge when AI helped you create something. Be proud of your collaboration with technology!"

Quick Check:

"Which of the four R's is hardest for you to remember? Why?"

Staying safe with AI

YOUR AI SAFETY TOOLKIT

Meta

AI IN YOUR DIGITAL WORLD



SPEAKER NOTES:

Learning Objective: Students acquire concrete skills for fact-checking AI content and protecting their privacy when using AI tools.

How to know if AI content is true: Use TRACE!

The TRACE Method

Your 5-step toolkit for spotting fake or misleading content



Example

"Free iPads for all students?" Use TRACE to check before you share!

SPEAKER NOTES:

"Fact-checking AI content is like being a detective. Use TRACE - it's easy to remember because we're 'tracing' the truth!"

TRACE Method Walkthrough (4 minutes):

T - Track the Source (1 minute): "Who created this content? Is it from a news website, social media, or unknown source? If you can't find who made it, be extra careful."

Example: "If you see a news story about the President, check if it's from a notable TV state, newspaper, or other known national news sources."

R - Reverse Image Search (1 minute): "Right-click on images and 'Search with Google Lens' or use Google Images. This shows you if the photo is used elsewhere."

Demonstration: Show how to reverse image search on phone and computer

A - Ask an Expert (1 minute): "When in doubt, ask teachers, parents, or other trusted adults. They might know more about the topic or where to check facts."

C - Cross-Reference (1 minute): "Do other reliable sources say the same thing? If only one source has the information, be suspicious."

E - Evaluate Logic (30 seconds): "Does this make sense with what you already know? If something sounds too amazing or too scary to be true, it might be fake."

Practice Activity (1 minute):

"Let's practice! If you saw an AI-generated news story claiming that your school is getting free iPads for every student, how would you use TRACE to check if it's true?"

Have participants walk through each step.

Think before you share: AI app privacy check

Rule
Only give apps access to what they really
need to work!

Safe

AI photo app
wants access to
your camera.

Risky

AI homework
tool asks for
your contacts.

Risky

AI music app
wants your
location 24/7.

Safe

Language tutor
wants to use
your mic.

Dangerous

Free AI game asks
for access to your
phone calls.

SPEAKER NOTES:

"Let's play 'Privacy Checkup'! I'll show you what different AI apps might ask for. You decide if it's safe to share or not."

Permission Scenarios:

1. "AI photo editor wants access to your camera" - **SAFE** (needs camera to work)
2. "AI homework helper wants access to your contacts" - **RISKY** (why does it need your friends' info?)
3. "AI music app wants to know your location at all times" - **RISKY** (only needs location when using the app)
4. "AI language tutor wants access to your microphone" - **SAFE** (needs to hear pronunciation)
5. "Free AI game wants access to your phone calls" - **DANGEROUS** (games don't need call access)

After each scenario: Ask students to explain their reasoning

African Context Note (1 minute):

"Be extra careful with apps that aren't well-known in your country or across Africa. Some apps might sell your data or use it in ways you don't expect. When possible, use AI tools that don't require accounts or personal information."

What to do when AI crosses the line

Sometimes AI gets it wrong—or is used in harmful ways. Here's how to protect yourself.

If you see harmful or fake AI content:

- Don't share it
- Report it on the platform (look for "Report" or "Flag")
- Tell a trusted adult
- Screenshot the content (if it's safe)



If AI makes you uncomfortable:

- Stop using it
- Talk to a teacher, parent, or counselor
- Call your local child helpline for confidential support
- Remember: You have the right to say no to technology

You're never alone—asking for help is smart, not weak.

SPEAKER NOTES:

Emergency Response Plan (2 minutes):

"Sometimes AI creates harmful content or you see others misusing AI. Here's what to do:"

If you see harmful AI content:

1. Don't share it further
2. Report it on the platform (show reporting buttons)
3. Tell a trusted adult
4. Screenshot evidence if safe to do so

If AI makes you uncomfortable:

1. Stop using the tool immediately
2. Talk to parents, teachers, or counselors
3. Call your local child helpline for confidential support (facilitator: reference relevant local helplines from <https://home.crin.org/child-helplines-a-global-list>)
4. Remember: you always have the right to say no to technology

African Resources:

"In your country, you can report cyberbullying to local cybercrime units - like the Nigeria Police Force Cybercrime Unit, Kenya's National Computer Incident Response Team, or South Africa's Cybercrime Unit or talk to school counselors. Always remember - you're not alone, and asking for help is brave, not weak."

AI & your future

YOUR ROLE IN AFRICA'S AI FUTURE

Meta

AI IN YOUR DIGITAL WORLD



SPEAKER NOTES:

Learning Objective: Students feel empowered to pursue AI-related opportunities and see themselves as creators, not just consumers, of AI technology.



Your future in AI starts here!

AI is not just for Silicon Valley — it's growing right here in your city!

SPEAKER NOTES:

"AI isn't just happening in Silicon Valley or China - it's happening right here in Africa! Let me show you young Africans already working in AI."

Exciting AI Careers to Explore

Which of these careers sounds most exciting to you—and why?



AI Researchers

Shape AI advancements by researching and analyzing information that can help progress AI developments



Data Scientists

Help companies solve real problems using data



AI Artists

Create digital art for movies, music videos, and TikTok filters



AI Teachers

Become an educator or trainer for the next generation of AI professionals



AI Entrepreneurs

Build AI apps to solve local problems

SPEAKER NOTES:

Career Spotlight (mention real examples when possible):

- **AI Researchers:** "People like Dr. Timnit Gebru (Ethiopian-American) are working on making AI fair for African faces and voices, and young researchers across Nigeria, Kenya, and South Africa are joining this important work"
- **Data Scientists:** "Companies like Flutterwave in Nigeria, Safaricom in Kenya, and Naspers in South Africa use AI to detect fraud and make digital services safer"
- **AI Artists:** "Digital artists are using AI to create new forms of African art and help with Nollywood visual effects, Kenyan documentaries, or South African film production"
- **AI Entrepreneurs:** "Young people across Africa are building AI apps to solve local problems - like helping farmers predict crop yields or translating between African languages like Yoruba, Swahili, or Zulu"

Interactive Element:

"Which of these sounds most interesting to you? Why?"



What skills do you need in an AI world?

SPEAKER NOTES:

"You don't need to become a computer programmer to be part of the AI future. The most important skills are ones you're already developing! Let's discuss some of these skills in more detail."

You don't have to be a coder to thrive with AI.

Here are 4 powerful skills that make YOU valuable in the AI future.

How could you use these skills in your school, family, or community?



Critical Thinking

Ask smart questions, spot fake info, and think for yourself. Example: "Is this AI answer really correct—or should I double-check?"



Creativity

Use AI to support your imagination—not replace it. Your stories, your music, your ideas matter.



Digital Literacy

Understand how tech works so you can use it wisely and safely. Not just how to click—but why it works.



Cultural Knowledge

Bring your language, humor, history, and values into the AI space. The world needs YOUR voice.

SPEAKER NOTES:

Skills to Build:

- Critical Thinking** (1 minute): "Question what you see online, ask 'how do I know this is true?' This skill makes you valuable because AI can create content, but humans decide what's worth creating and sharing."

African Example: "When you see news about politics or economics in Nigeria, Kenya, or South Africa, your ability to think critically about sources and bias is super valuable - even more so now that AI can generate fake news."
- Creativity** (1 minute): "AI can help with creative projects, but the ideas, cultural understanding, and emotional connection come from you. African creativity - from Nigerian music to Kenyan storytelling to South African dance - that's what makes AI outputs meaningful."

Student Reflection: "Think about the last creative thing you did - wrote a story, made music, drew something. How could AI be your creative assistant without replacing your creativity?"
- Digital Literacy** (1 minute): "Understanding how technology works helps you use it better and avoid being taken advantage of. You don't need to code, but understanding basics helps you make smart choices."
- Cultural Knowledge** (1 minute): "Your understanding of African culture, languages, and perspectives is incredibly valuable! AI companies need people who understand different cultures to make AI work well for everyone, not just Americans or Europeans."

Interactive Activity - "My AI Future Vision Board" (2 minutes):

"On your paper, draw or write: How do you want to use AI in your future? What problems in your country or across Africa could AI help solve? What African culture could you help AI understand better?"

Give students 2 minutes to create, then invite 2-3 volunteers to share



You are the future of AI in Africa

SPEAKER NOTES:

"You're not just learning about AI - you're preparing to be leaders in Africa's AI future."

Here's how you can take action starting today



Learn

Keep exploring AI tools safely and stay curious. Try new apps, but always use the TRACE method!



Create

Use AI to tell African stories. Share your world with the world!



Safety

Help your friends stay safe online. Be the one they trust when something doesn't feel right.



Build

Think of smart AI solutions for your community in Agriculture, Healthcare, Transport, etc. You've got ideas—use them.



Lead

Be part of Africa's AI generation. Make sure our voices shape how AI works for us.

SPEAKER NOTES:

"Here's how to start:

Learn (30 seconds):

"Keep exploring AI tools safely. Try new things, but always use your TRACE method and privacy knowledge. Curiosity with caution!"

Create (30 seconds):

"Use AI to tell African stories that haven't been told. Help AI understand what life is really like for young people in Lagos, Nairobi, Cape Town, and everywhere across Africa."

Protect/Safety (30 seconds):

"Help friends stay safe with AI. Share what you learned today. Be the person others come to when they have questions about AI content they've seen."

Innovate/Build (30 seconds):

"Think about problems in your community. Could AI help with transportation in Lagos? Agriculture in rural Kenya? Energy challenges in South Africa? Your ideas matter!"

Lead (30 seconds):

"Be part of Africa's AI generation. The decisions being made about AI right now will affect your entire life. Make sure African voices, especially young African voices, are part of the conversation."

Call to Action:

"Who's ready to be part of Africa's AI future? Show me your excitement!"

Wrap up & Assessment

Meta AI IN YOUR DIGITAL WORLD



SPEAKER NOTES:

Learning Objective: Students answer both multiple choice and scenario-based questions to assess their understanding of the lesson.

Quick Knowledge Check: Show What You Know!

1 True or False
All AI-generated content is obviously fake.

2 Multiple Choice
What's the best way to check if AI info is true?

- A. Believe your friend
- B. Use the TRACE method
- C. Just trust the app

3 Scenario
Your friend shows you AI-generated "news" that sounds fake. What do you do?

SPEAKER NOTES:

Quick Assessment (3 minutes):

"Let's see how much you've learned! I'll make statements about AI. Show me thumbs up for true, thumbs down for false, or sideways thumb if you're not sure."

After each question:

- Ask 1-2 students to explain their reasoning
- Provide brief clarification if needed
- Celebrate correct understanding

Assessment Questions:

Question 1:

"All AI-generated content is obviously fake"

TRUE or FALSE?

Quick Knowledge Check: Show What You Know!

1 **True or False**
All AI-generated content is obviously fake.

False

2 **Multiple Choice**
What's the best way to check if AI info is true?

- A. Believe your friend
- B. Use the TRACE method
- C. Just trust the app

3 **Scenario**
Your friend shows you AI-generated "news" that sounds fake. What do you do?

SPEAKER NOTES:

The answer to Question 1 is **FALSE** (AI is getting very sophisticated)

Question 2:

"The best way to check if AI information is true is to use the TRACE method"

- A. No, believe your friend
- B. Yes, use the TRACE method
- C. No, just trust the app

Quick Knowledge Check: Show What You Know!

1 **True or False**
All AI-generated content
is obviously fake.

False

2 **Multiple Choice**
What's the best way to check
if AI info is true?

- A. Believe your friend
- B. Use the TRACE method
- C. Just trust the app

B

3 **Scenario**
Your friend shows you AI-generated
"news" that sounds fake. What do you do?

SPEAKER NOTES:

The answer to Question 2 is **B, Use the TRACE method.**

Question 3:

"Consider this scenario: Your friend shows you AI-generated "news" that sounds fake. What do you do?"

"I would like you to explain the steps you'd take."

Quick Knowledge Check: Show What You Know!

1 True or False
All AI-generated content is obviously fake.

False

2 Multiple Choice
What's the best way to check if AI info is true?

- A. Believe your friend
- B. Use the TRACE method
- C. Just trust the app

B

3 Scenario
Your friend shows you AI-generated "news" that sounds fake. What do you do?

Students explain using TRACE or report to adult

SPEAKER NOTES:

The Students explain using TRACE or say that they would report to an adult.



Reflection Circle Prompts

One thing that surprised you about AI today

How will you use AI differently after this session?

What's one AI question you still have?



Take-Home Challenge

Spot AI in your daily life this week

Use the TRACE method at least once

Share one safe AI discovery with your family

SPEAKER NOTES:

Great! Now, let's go around and share quickly what we've learnt today - just one sentence each:

Reflection Prompts (rotate through these):

1. "One thing that surprised you about AI today?"
2. "How will you use AI differently after this session?"
3. "What's one AI question you still have?"

Facilitation Notes:

- Keep responses to 10-15 seconds each to fit time
- Thank each student for sharing
- Write down questions students still have - these could guide future sessions

Take-Home Challenge Introduction (2 minutes):

"Your mission this week, should you choose to accept it:"

1. **AI Spotter Mission:** "Find one example of AI in your daily life that we didn't talk about today. Could be in apps, games, or even things your family uses."
2. **TRACE Practice:** "Use the TRACE method on one piece of content you see online this week. Doesn't have to be AI - could be any news or social media post."
3. **AI Discovery Share:** "Find one cool AI discovery (that's safe and appropriate) and share it with your family. Teach them something you learned today."

Final Motivation (1 minute):

"Remember: You're not just students learning about AI - you're the generation that will shape how AI develops in Africa. Your perspectives, your creativity, your understanding of Nigerian culture - these are superpowers in the AI age. Use them wisely, use them safely, and use them to make Nigeria and Africa proud!"

Glossary of Terms

- Afrobeats: A broad term used to describe a fusion of West African music genres with American funk, jazz, and soul influences.
- AGI (Artificial General Intelligence): A type of AI that could think, learn, and solve problems at the same level as a human across many different tasks.
- AI (Artificial Intelligence): The ability of machines to perform tasks that typically require human intelligence, like learning, problem-solving, and decision-making.
- Amapiano: A style of house music that emerged in South Africa, characterized by deep basslines, piano melodies, and percussion.
- ChatGPT: A large language model developed by OpenAI, capable of generating human-like text responses and engaging in conversations.
- DALL-E: An AI program developed by OpenAI that generates images from text descriptions.
- Data processing: The collection, manipulation, and organization of data to extract meaningful information. In AI, this refers to how AI systems handle and learn from vast amounts of data.
- Fact-checking: The process of verifying information, claims, or statements to determine their accuracy and truthfulness, often by consulting reliable sources.
- Generative AI: A type of AI that can create new content, such as images, music, or text, by learning from existing data.
- Kenyan Pop: Popular music from Kenya, often incorporating elements of traditional Kenyan music, Bongo Flava, and other contemporary African genres.
- Meta AI: Name for Meta's family of artificial intelligence tools and technologies such as the Meta AI chat assistant in WhatsApp.
- Pattern recognition: The process by which AI identifies and categorizes information based on recurring patterns or structures within data.
- Privacy: The state of being free from unauthorized intrusion or observation in one's personal life, including control over one's personal information.
- Prompts: Instructions or inputs given to an AI system, especially a generative AI, to guide its output. For example, a text prompt tells a language model what to write about, or an image prompt tells an image generator what to create.
- TRACE Method: A fact-checking method to evaluate online content: Track the source, Reverse image search, Ask an expert, Cross-reference, Evaluate.

SPEAKER NOTES:

Overview of key AI terms as a takeaway for participants.

Thank You

∞ Meta

Kuvora

Troubleshooting Guide for Facilitators

If Participants Seem Overwhelmed:

- Slow down and focus on one practical application
- Remind them they already use AI successfully
- Emphasize that perfection isn't the goal - improvement is
- Share your own learning experiences with technology

If Participants Are Skeptical of AI:

- Acknowledge their concerns as valid
- Focus on safety and protection strategies
- Emphasize human control and judgment
- Share how AI can solve problems they already face

If Technology Fails During Session:

- Switch immediately to discussion-based alternatives
- Use printed materials and peer learning
- Focus on concepts rather than demonstrations
- Turn tech failure into a teaching moment about backup plans

If Participants Have Widely Different Tech Skills:

- Use peer teaching - pair more experienced with less experienced
- Focus on concepts that apply regardless of specific tools
- Acknowledge different starting points without judgment
- Provide multiple examples for different comfort levels

Troubleshooting Guide for Facilitators

If Sensitive Topics Arise:

- Acknowledge concerns without dismissing them
- Redirect to practical safety strategies
- Offer to discuss specific situations privately after session
- Focus on empowerment rather than fear

Time Management Tips:

- Each section has natural break points for questions
- Assessment section can be shortened if needed
- Always end with empowerment message, even if other content is condensed

Cultural Sensitivity Reminders:

- Respect varying levels of technology access and experience
- Use examples that reflect diverse economic backgrounds
- Be aware of language preferences and literacy levels
- Acknowledge that some participants may face additional barriers to technology access